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THE ORGANIZED RECESS

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The recognition of recess as a factor in education, along with the problem of organization of the school day for children of various ages, is by no means a new question for school administrators.

During the year 1883–84 there was a movement throughout the United States for the abolition of recess. Various educational journals published articles both for and against recess. As a result of this controversy, the fact was brought out that the school yard was the only place connected with the school which contributed to the health of the children, and that the out-of-door recess needed only supervision to make it a success. During this same year the annual report of the Commissioner of Education included an article Recess or No Recess, which contained a summary of the opinions of educators and physicians who had made special studies regarding the value of recess and the amount of time of the school day that should be allowed for recess.

In general, these authorities maintained that the spontaneous exercise in the school yard was invaluable for children. They recommended that small children should never be kept in school more than one hour without an intermission, and urged that all children should be provided with ample outdoor play during the school day.

For many years the recess period was considered a free period for the children. Some children spent the time playing games with which they were familiar. Some children walked about leisurely on the playground or did anything else they wished. The teachers also enjoyed the relaxation of the recess period inasmuch as they were free from teaching and the children required little strenuous supervision.

With the growth of cities and centralization in rural schools the enrollments have become very large. Many schools are overcrowded

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and the school yards lack adequate space for recreational activities for the large numbers of children who have recess together. The children are so heterogeneous that they experience difficulty in managing their own games. On account of this situation it became almost impossible for children to plan or enjoy the recess period as formerly.

In order that the limited school-yard facilities might be used to the best advantage by the large numbers of children, school authorities began to divide the yard into limited spaces suitable for the various games, to arrange the children into many groups, and to assign each group to a special area for a special activity during the recess period. Supervision by special or regular teachers was introduced. A recess of this type became known as the "organized recess."

At the present time there exist some differences of opinion regarding the advisability of substituting the required physical education class for the recess period. This question may have arisen on account of the fact that the required work in physical education in some city school systems consists mainly of outdoor play. In cities in which a physical education program of this type is promoted, there is a close resemblance between the physical education period and an organized recess period. However, in the former generally a large per cent of the time is spent in instruction by the teacher and in the latter there is little more than supervision by the teacher and the program is carried on largely under pupil leadership.

In schools in which the required program of physical education consists largely of formal activities directed entirely by the teacher there can be little doubt that the two periods should not be merged and that the organized recess, with its many opportunities for spontaneous outdoor play, should continue as a distinct part of the school day.

Detailed information is presented herein regarding: The number of organized recesses provided in the various school systems; the number of minutes per day devoted to each recess; methods of carrying on recesses; suggestions for stimulating an interest in the recess period; some advantages, disadvantages, or problems in organizing the recess period; and essential space and equipment provided.

Relation to the Physical Education Period

An organized recess is one in which sufficient attention is given to its planning, its organization, or its supervision, so that all children will be encouraged and will have opportunities to participate in the fun and relaxation made possible at this time.

The amount of supervision and leadership required varies somewhat in the various grades and schools. In general, however, whenever a good program of physical education, including instruction in games,

is provided as a part of the regular school work, the recess period usually requires a minimum amount of direction from the regular teachers. The recess then becomes more or less an opportunity for the children to play without hindrance their favorite games and to practice activities which they have learned in the instruction period of the physical education class.

When the physical education period consists largely of formal activities and when the school yards are small and afford little opportunity for varied and separated activities, the necessity for organizing the recess period presents special problems to the teacher; in fact, the recess can rarely be turned over entirely to pupil leadership. In such instances the organized recess is generally considered an additional burden on the teacher, and for the children it lacks the joy of the spontaneous games which otherwise might be possible even for a few.

Amount of Time Devoted to Organized Recess

Not all of the cities in which organized recesses are carried on reported detailed information regarding the number of recesses per day and the amount of time allowed for these recesses.

Number of recesses per day.—In general, however, the number of times per day the organized recess is carried on as a part of the regular school work varies from one to four. Among the cities included in this study, 13 per cent provide it once each day, usually during the morning sessions; 40 per cent provide it twice each day, most frequently during the morning and afternoon sessions; and 47 per cent provide it three times each day, during the morning and afternoon sessions and the noon free period. Several of the cities which usually provide for three organized recesses sometimes provide for four shorter recesses per day. In these cities two 10-minute recesses are provided during the morning session for the lower grades in addition to the noon and afternoon recesses.

Number of minutes per day devoted to recess.—The total number of minutes per day allowed for the morning and afternoon recesses varies somewhat in the different school systems. In several schools periods even of 5 or 10 minutes are organized. A large number of schools devote from 10 to 20 minutes to these recesses and a few schools even permit from 20 to 30 minutes. However, more than 50 per cent of the morning and also of the afternoon recesses allow 15 minutes per day for their activities.

Among the schools in which the noon recess is organized the number of minutes devoted to the entire recess varies from 15 minutes to 105 minutes. In some schools in which the entire noon period is only 30 minutes, at least 15 minutes are given over to organized games. In other schools in which the noon period is much longer, some report as many as 40 minutes for their activities.

Methods of Organization

The method of carrying on the organized recess varies in the different cities. In some cities the physical director prepares a general program of these activities for the various schools and sometimes assists in actually teaching or directing these activities. In some cities the entire program is planned by the grade teacher. In a few cities the school principal outlines this work for each school.

Throughout this country there is a growing tendency for the development of pupil leadership of recess activities. Special leaders' classes are given instruction either by the grade teacher or the physical director. In Fort Worth, Tex., boy leaders direct the entire program. In Indianapolis, Ind., leaders chosen by the pupils, subject to the approval of the teacher, assist with this work. In Athens, Ga., the director of health education plans this program. In Webster and Dudley, Mass., the superintendent of schools occasionally sends out a letter of suggestions regarding recess to the various school principals. In St. Louis, Mo., each school principal plans for the recesses in his school. In a few schools the organized recess is considered the same as the physical education period. It is so considered in San Jose and Stockton, Calif., in Middletown, Conn., in Olean and Schenectady, N. Y.

Grade teachers direct the recess activities.—The organized recess is planned and directed by the grade teachers in 52 per cent of the cities included in this study. However, these teachers build their programs largely on games and activities previously taught in the physical education classes. This plan is used in some schools in the following cities: Gadsden, Ala.; Berkeley, Eureka, Oakland, Pasadena, Santa Barbara, and San Diego, Calif.; Bridgeport, Derby, and New London, Conn.; Atlanta and Savannah, Ga.; Cairo, Chicago Heights, Elgin, Freeport, and Murphysboro, Ill.; Fort Wayne, Ind.; Boone, Iowa; Topeka and Wichita, Kans.; Hagerstown, Md.; Danvers, Malden, Medford, New Bedford, Newton, Springfield, Webster and Dudley, Winchester, and Worcester, Mass.; Kalamazoo, Lansing, and Sault Ste. Marie, Mich.; Duluth, Rochester, and St. Paul, Minn.; St. Joseph, Mo.; Missoula, Mont.; Grand Island, Nebr.; Irvington and Montclair, N. J.; Ithaca, Mount Vernon, New York, and Oneida, N. Y.; Barberton, Dayton, Lima, Portsmouth, and Salem, Ohio; Ardmore, Muskogee, Okmulgee, and Sapulpa, Okla.; Altoona, Butler, Reading, Sunbury, and Dunmore, Pa.; Aberdeen and Sioux Falls, S. Dak.; Beaumont, Marshall, and Waco, Tex.; Bellingham, Wash.; Beloit, Wis.; and Cheyenne, Wyo.

Physical directors supervise the organized recess.—The organized recess is planned and carried on by the physical director in 44 per cent of the cities included in this study. In some schools the physical

director outlines a general program for the grade teachers and acts merely as an advisor. In other schools the director visits the schools at various times and takes part in the play activities of the children.

The work of directing the organized recess is carried on by the physical director to some extent in schools in the following cities: Phoenix, Ariz.;[1] [2] Long Beach,[3] Oakland,[4] and San Diego,[5] Calif.; Bristol, Danbury,[6] Enfield, Middletown, New London, Norwalk, and Stratford, Conn.;[7] Tampa, Fla.; Kewanee, Murphysboro,[4] Rockford, Springfield, and Streator, Ill.; Indianapolis, Ind.; Cedar Rapids, Council Bluffs, Fort Dodge, and Fort Madison, Iowa; Chanute[8] and Leavenworth, Kans.; Attleboro, Gardner,[9] Haverhill, Medford, and Plymouth, Mass.; Grand Rapids, Kalamazoo, and Lansing, Mich.; Rochester, St. Paul,[3] and Winona, Minn.; Greenville, Miss.; Sedalia,[4] Mo.; Omaha, Nebr.; Bayonne,[10] Millville, Newark, and Trenton, N. J.; Ithaca, Olean, Poughkeepsie, and Schenectady, N. Y.; Fargo, N. Dak.; Dayton, Ohio; Guthrie, Okla.; Johnstown and Lancaster, Pa.; Beaumont, El Paso, and Port Arthur, Tex.; Salt Lake City,[3] Utah; Alexandria, Va.; Beloit [4] and Waukesha, Wis.

Pupil leaders assist in organizing the recess program.—In many cities special attention is given to the matter of developing pupils as leaders for recess activities. Usually, these leaders, selected by the teachers or elected by the pupils, are given instruction either by the physical director or the grade teacher in a special leaders' class. In many schools the leaders not only instruct the other children in the rules and technique of playing games but also assist the grade teacher, the teacher of physical education, and the school principal in planning the activities for the recess period. The work of the teacher is greatly facilitated by pupil leadership.

Pupil leaders assist to some extent in carrying out the recess activities in the elementary public schools in the following cities: Gadsden, Ala.; Phoenix, Ariz.; Berkeley, Eureka, Long Beach, Oakland, Pasadena, Santa Barbara, San Diego, San Jose, and Stockton, Calif.; Bristol, Danbury, Derby, Enfield, New London, Norwalk, Stamford, and Stratford, Conn.; Tampa, Fla.; Elgin, Freeport, Kewanee, Murphysboro, Rockford, Springfield, and Streator, Ill.; Fort Wayne, Indianapolis, and Terre Haute, Ind.; Boone, Cedar Rapids, Fort Dodge, and Fort Madison, Iowa; Chanute, Topeka, and Wichita, Kans.; Hagerstown, Md.; Attleboro, Haverhill, Malden, New Bedford, New-

[1] In about half of the schools.
[2] Pupil leaders are developed in the junior high school.
[3] In platoon schools.
[4] In junior high schools.
[5] In 1 school only.
[6] In 2 schools only.
[7] Physical director visits each room every 2 weeks.
[8] In the lower grades only.
[9] "Only once a week."
[10] "By suggestion and advice only."

ton, Plymouth, Springfield, and Worcester, Mass.; Grand Rapids, Kalamazoo, and Sault Ste. Marie, Mich.; St. Paul and Winona, Minn.; Greenville, Miss.; St. Joseph and Sedalia, Mo.; Omaha, Nebr.; Bayonne, Millville, Newark, and Trenton, N. J.; Corning, Ithaca, Oneida, and Schenectady, N. Y.; Fargo, N. Dak.; Barberton, Dayton, Lima, and Portsmouth, Ohio; Guthrie, Muskogee, and Okmulgee, Okla.; Altoona, Dunmore, and Lancaster, Pa.; Aberdeen, S. Dak.; Beaumont, El Paso, Marshall, Port Arthur, and Waco, Tex.; Salt Lake City, Utah; Alexandria and Norfolk, Va.; Bellingham, Wash.; Beloit, Fond du Lac, and Waukesha, Wis.; and Cheyenne, Wyo.

Usual Methods of Grouping Children

Few city schools provide for an organized recess in which all of the children are on the playgrounds at the same time. In nearly all schools some method of grouping is used. Frequently the primary grades have recess together and in like manner the intermediate grades. In some schools recess is held for each grade separately and in others for two grades. In the primary grades the boys and girls usually play together; however, in the intermediate and especially in the fifth, sixth, seventh, and eighth grades the boys and girls are usually separated. Whenever the children of several grades have recess together, it is customary for the different grades to occupy certain prearranged areas during this period. This is customary in at least 50 per cent of the schools included in this study.

Various methods of classification or grouping for recess are used in the various schools. In some schools boys and girls play in separate groups, each group having one teacher to assist them with their activities. In other schools boys and girls of the same grade play together. In still other schools each grade is divided into two or more permanent teams and children are allowed to select and direct their own activities. In a few schools, however, classification by age, height, weight, and ability is used. Such a classification is advantageous in enabling the larger children, especially the larger boys, to play with groups of children of about equal size and strength.

Difficulties of Providing an Organized Recess

Teachers lack training.—In view of the facts that until recently the majority of teacher-training courses contained little regarding the educational value of play, that educational methods in general have ignored the value of play as a method of teaching, and that teachers were not required to include courses in games as a part of their teacher-training courses, it is not surprising that many teachers are found somewhat lacking in an appreciation of the need for organized games,

either as a part of the regular curriculum or as activities for recess. Failure in making the recess period a decided asset is often due to lack of sufficient training and appreciation on the part of the teacher.

Inclement weather presents a difficulty.—While a few cities are favored with such a moderate climate that outdoor recess may be carried on during the entire school year, a large number of our cities must provide some kind of indoor facilities for the recess period when the out-of-door program is impossible. At the present time recess indoors is managed differently in various cities. The plans used are dependent largely on the facilities available. The principals of the various schools, even in the same school system, frequently use different plans.

In a few cities it is customary on rainy days to omit or shorten the usual time devoted to recess and to dismiss school somewhat earlier. Among the cities in which this is customary in the public schools may be mentioned the following: Eureka, Pasadena, and Stockton, Calif.; Cairo and Kewanee, Ill.; Fort Madison, Iowa; Greenville, Miss.; Omaha, Nebr.; El Paso, Tex.; Fond du Lac, Wis., and Cheyenne, Wyo.

The successful organization and management of a rainy day recess requires a degree of skill along with some general plans which the principal and teachers should have ready for use whenever the need arises. Among the schools included in this study various methods of providing for the rainy day recess are used. In some schools simple games are carried on in the regular classroom, in playrooms, in corridors, in covered play courts, in basements, in auditoriums, and in gymnasiums. The recesses are planned to include as much activity and fun as may be possible under the limited circumstances. Sometimes these activities are planned by the teachers and sometimes they are planned entirely by the pupils. The following activities are considered as suitable for these occasions: Story plays; charades; folk dancing; singing games; marching; stunts; games; relays; and blackboard games. Wise planning by a grade teacher or school principal may serve to make the rainy days cheerful occasions.

Special Assistance

School superintendents send out circular letters.—In some cities it is customary for directors of physical education, school principals, and superintendents to send out, occasionally, circular letters of information and suggestions regarding the recess period. The following letters were distributed to elementary teachers in Millville, N. J., and in Webster, Mass.:

Rules for Supervised Play

Millville, N. J.

1. Please post games for one week in advance in each room.
2. Games will be taught every month to the teachers by the physical training teachers.
3. Teachers should meet each week and plan games for ensuing week. These meetings if held at 8.15 a. m. can be attended by one of the special teachers of physical training.
4. All games for the week should be taught each pupil before leaving the room for the playground or at a time designated by the principal.
5. Games of competition are listed and interroom games should be arranged.
6. All pupils must play except those excused by teacher; these should be given positions such as timekeepers, scorers, referees, and judges. The student leaders should report to the principal the names of those who cause disorder.
7. Grades 6–7–8 in charge of student leaders. Teachers appointed for supervision. Each teacher should have a definite group. Grades 1 to 5, inclusive, with their respective teachers as leaders.
8. Allow boys to alternate the ball games so that the girls may play them, too.
9. Pupils should know places for their games on the playground.
10. Not more than two and not less than one physical training period a week aside from supervised play periods should be taken for the teaching of new games.

The Recess Period

Webster, Mass., *January 16, 1929.*

To teachers of elementary classrooms:

An out-of-door recess in pleasant weather is expected to be a vital part of the school-day program.

An indoor recess is permissible when conditions, such as rain, snow, or heavy mud prevail outside; but indoor games are more suitable for children in the first three grades than for the older pupils.

If it should be bitterly cold, although fair, so that play in the yard seems inadvisable, pupils should put on their wraps and go out for a brisk runaround. The older children, however, can and should play certain brisk outdoor games even in quite cold weather.

Whenever the pupils of a room are out at recess the teacher is to be out also with them, thus being always in a position to properly supervise activities whenever necessary.

If any children, while at recess, are idling in groups, or are otherwise inactive, the teacher should take the initiative and suggest to them some type of play or, if necessary, direct them in some game out of which there will be wholesome physical reaction. On the other hand, as long as the pupils, using their own leaders, enter into their own games promptly and freely, the teacher should keep herself in the background.

Many times, however, a teacher can, without feeling of compulsion or unnaturalness, and also with an assurance of welcome from the pupils, join a group of children in their games, particularly with the younger children. In this case the teacher will benefit physically and be promoting a feeling of comradeship of the boys and girls with herself.

This letter is written with the fact well in mind that many of our teachers are already cheerfully and conscientiously carrying out the recess plan as indicated above. There is, however, the other fact that since official instructions have been issued on this matter we have had new teachers join our corps and there has been

a tendency on the part of a few of our other teachers, unintentionally, no doubt, to grow careless as to the observance of some of the above requirements.

Let us all unite in the great thought that the physical welfare of our children is of almost supreme importance, and regard the recess period as one that makes as vital a demand upon the teachers' time, initiative, good sense, and devotion as any other period of the school day.

Yours very truly,

C. R. STACY,
Superintendent of Schools.

State departments of education advocate organized recess.—The following excerpts from courses of study published by the State departments of education indicate that recess is considered an important part of the curriculum by a few State departments of education.

"Play at recess should be compulsory under teacher supervision, and of the type which will make it both enjoyable and profitable and always out of doors when the weather permits." [11]

Furthermore, "teachers are required to exercise a supervision over the pupils on the playgrounds, and during recess." [12]

In Alabama, the elementary teachers are urged to develop a group of leaders among the older children at the beginning of the year to assist in conducting the physical education work of the lower grades. "In the smaller schools it is essential that the teacher should have such help in conducting plays and games * * *. These leaders should meet once a week for special instruction. In this way they will become familiar with the plays and games * * * and the whole program will be more efficient." [13]

In California, where special playground supervision is not provided, teachers are required "to supervise the conduct and direct the play of the pupils of their classes in the school, or on the school grounds during intermissions and before and after school." [14]

Furthermore, the State law requires that the physical education period be kept separate from the noon and recess periods. The physical education period is generally one of instruction, while the recess period is one of practice. Relief periods of two minutes may be given at any time. These periods include such activities as running around the room, games, and story plays. Formal exercises are not allowed for relief periods.

The manual of physical education for elementary grades contains suggested programs for recess activities for each day of the week for all grades. The following paragraph shows the educational value given to recess by the California school authorities:

The playground may become a serious liability to school organization unless supervision is provided. Some teachers do not fully realize what happens where

[11] Outline of course of study, for grades 1 to 8, in physical education and health education, adopted by the State board of education of Arizona, June 9, 1928, p. 5.

[12] School laws of Arizona, 1925, Title XI, ch. 15, par. 2808 (4). p. 135.

[13] Manual of physical education, Alabama State department of education, 1923.

[14] Rules and regulations of the State board of education of California, 1927, Sec. III, par. d.

play is unsupervised. Children tend to learn undesirable language and form many objectionable habits of conduct. Older boys and girls often mislead those of the younger ages. Unsupervised play usually develops into roughness where teasing, tripping, and fighting predominate. Such forms of activity lack all the ideals of true sportsmanship which is so necessary for proper social development. On the unsupervised playground the aggressive children usually usurp all the privileges, the timid children being neglected because they are not recognized as equals by their classmates. The purpose of supervised play is to provide a program of wholesome activity which will give all the pupils an equal chance for development through participation.[15]

In Massachusetts, it is suggested in the State manual of physical education, that "where space permits and schedule dictates that all classes are out for recess at the same time, the recess should be organized * * *. A definite space should be assigned to every group, the upper grades needing more space than the lower grades."

City boards of education advocate organized games during the recess period.—The Board of Education of New York City published in 1925 a special syllabus regarding the organized recess for the first and second grades.

The manual of hygiene and physical training for the grades published by the board of education of the public schools, Pueblo, Colo., contains the following statement regarding supervised recreation at recess periods:

> Play that is wisely organized and effectively supervised will produce and conserve health, counteract fatigue, make children and adults happy, arouse interest, sharpen wits, develop strength, endurance, and body control; * * * secure obedience, orderly conduct, courtesy, self-control, love of fair play, loyalty, honesty, and sense of justice * * *.

The Manual of Physical Education published for the city public schools, Portland, Oreg., 1928, contains the following statements regarding the organized recess:

> The "organized recess," as inaugurated in some of our schools, is proving a great boon to both children and teachers and should be introduced generally into all schools.
>
> It is to be regretted that children should be urged to play games, but lack of leadership and initiative rather than lack of inclination are responsible for this. It is quite noticeable that for the most part children stand helplessly about waiting for some one to start something. None should be better qualified to do this than the teacher, and every effort should be made to correct this condition. Let your school take the lead in these health-giving activities. Better lessons will result, and you will find that smiles will displace scowls, and light hearts and happy faces will greet you in the schoolroom.
>
> School games, as a rule, are not a success unless personally directed by a play leader. In this connection, all difficulties may be easily overcome if teachers will set the example of going out on the playground with pupils during playtime and by taking part in their games. Teachers should adhere closely to the rule that "recess time is playtime for all," and see to it that everyone plays some kind of game. It is not enough to organize pupils but teachers must be present to "keep

[15] Manual of physical education activities for elementary schools of California, 1929, p. 27.

them organized." To be sure, a great amount of good comes to pupils through free and spontaneous play, but unless teachers are in attendance on the playground during recess and before school to "start something" these benefits are negligible as a general scheme of physical development. Less than 50 per cent of the pupils indulge in games or exercises; first from lack of equipment, and second from the lack of instruction and supervision on the part of the teachers. A rule should be made that teachers take turns on the playground during recess and keep every one busily engaged in some form of recreation.

Advantages, Difficulties, and Disadvantages

Comments regarding the advantages, difficulties, and disadvantages of the organized recess were submitted by 95 per cent of the school superintendents and directors of physical education of the cities included in this study. Among these may be mentioned the following:

Advantages

The organized recess is easier for the teacher than the former method of allowing children to run wild.

All fighting and bullying are eliminated. All children have a chance to play. Children are happier and more amenable to discipline.

The timid child and the self-centered child develop ability to play with other children.

Teachers gain a better understanding of the pupils.

Improves discipline conditions in the schoolroom.

Develops ideals of sportsmanship.

The skills developed are of great benefit to the children.

A maximum use of minimum equipment.

Children choose games and submit their selection to the teacher for approval a day or two in advance. When recess time arrives, everyone is ready for action.

No time lost; teachers are with the pupils and all goes well.

Children have something to do at recess, formerly they just stood around.

Promotes a spirit of friendship among pupils and teachers.

Prevents the playground from being controlled by a few children who monopolized the entire area, and affords opportunities for all children to enjoy recess.

Our recesses are scheduled for as much spontaneous play as possible. While some of the play is organized it is rather a directed period.

Improves the mental attitude of the pupils.

Gives the teacher an opportunity to see the educational value of play.

Better educational results.

Decreases disagreements and friction among pupils.

Children are encouraged, not required, to play during the play periods. Children are expected to know the games just as they are expected to know their academic studies.

Keeps the troublesome children out of mischief.

Enables all children to participate in the recess activities.

Provides a little fresh air for the teacher.

Develops the play spirit in children.

Reduces the problem of accidents to a minimum.

Enables the children of various sizes to play in groups.

Leadership is developed and the problem of discipline is solved not only for the recess, but also for the schoolroom.

Much needed social training is provided.

Eliminates playground roughness or snobbishness; develops leadership, social tendencies, democratic spirit. These are only a few advantages.

Most children prefer planning their own activities. If sufficient space and equipment are provided and children are given some instruction, they will find plenty to do.

Play activities are directed. All children are given an equal chance.

Evils of idleness are eliminated. All play should be organized.

A happy contented childhood. Children are anxious to get to school to play.

Pupils become acquainted with teachers outside the classroom.

Allows a choice of activity for the child and makes for a better use of the playground by designating particular places for the various activities.

Develops enthusiasm and leadership; teaches self-control and respect for officials.

This period should not be called an organized recess. It is rather a period of free play with pupil initiative, stimulated by teachers and principals.

Difficulties

Teachers hate to take charge of it.

Teachers do not know enough games. This is something for the normal schools to take up.

Teachers lack training and are indifferent.

Teachers do not like the extra work and we have to specify this before appointing them.

There are no objections or disadvantages except the objecting teacher who finds everything except the three R's too much work.

The success of the organized recess depends on the interest of the classroom teacher who too often feels that recess should be a rest period for her. Some teachers are indifferent, and some are utterly incapable of keeping the group interested.

The organized recess was tried and failed in our school largely on account of lack of space.

It is very hard work for the teachers. All of our teachers work very hard and we expect to continue the organized recess.

There would be no particular disadvantage if the school authorities could provide facilities and supervision.

Disadvantages

Pupils should be free from the teachers for some part of the day.

Some teachers force children to play against their will.

Some children should rest at recess.

Frequently there is too much supervision, and children are given too little opportunity for selection of games.

Too much organization tends to retard the pupil's initiative.

Unless there is a definite time for lunch, pupils hurry in eating in order to get out of doors.

From these remarks one can learn much as to how and how not to organize the recess.

Play Areas, Layouts, and Equipment Provided for School Playgrounds

There is considerable variation in the amount and kinds of apparatus and equipment provided for school yards in various cities. As a rule, wherever schools are provided with well-equipped gymnasiums

the yards are left somewhat free from apparatus, and the tendency is to provide layouts for ball games of all kinds. In general, however, it is customary to provide play areas and equipment suitable for three groups of children, namely: Boys and girls in the primary grades; boys in the intermediate and junior high grades; and girls in the intermediate and junior high school grades.

For the children in the primary grades the equipment provided usually includes swings, seesaws, teeters, jacks, hoops, bean bags, mats, ringtoss, and jumping ropes.

For boys of the intermediate and junior high grades, layouts and equipment for the various ball games are most frequently provided. Among these may be mentioned volley ball, playground ball, baseball, captain ball, corner ball, dodge ball, end ball, handball, kick-ball, push ball, tennis, sportball, basketball, and soccer.

Among the kinds of apparatus which are provided for the boys' playground may be mentioned horizontal bars, parallel bar, ladders, flying rings, climbing poles, climbing ropes, giant stride, jumping standards, jumping pits, horizontal ladder, stall bars, balance beams, target throw, quoits, and boxing gloves.

For the girls of the intermediate and junior high grades, layouts and equipment similar to those mentioned for boys are usually provided. Among the kinds of equipment provided especially for girls may be mentioned circle rings, low hurdles, paddle tennis, croquet, tether ball, rope quoits, hoops, and wands. There is little noticeable difference between the playground equipment provided for boys and girls in the junior high school grades, except for the fact that the girls use soft balls for playground ball games, whereas the boys begin to use hard baseballs for their games.

Comments

A study of the organized recess as presented in this pamphlet brings out the following points:

There is a tendency toward a minimum of direction from the teacher and a maximum of the development of the pupils as leaders, while in some schools there is perhaps too little opportunity for pupil leadership.

In a few cities school officials were very careful to distinguish and recommend a supervised play period rather than an organized recess, maintaining that "children were infinitely more able to select and direct their own play activities than were the teachers."

In a few cities school superintendents were of the opinion that the recess afforded a good test as to whether the regular physical education work was taught in such a way that it would carry over into the leisure time of the child.

In general, physical directors and superintendents maintain that an unorganized recess period has little value for any child, and that inadequate time and space, along with the lack of training of the grade teacher, presented the main obstacles in the matter of carrying on an organized recess.

On the whole, the material presented in this study brings out the fact that the organized recess is receiving favorable consideration from school authorities in various sections of the country. It is planned so as to develop spontaneity, creative ability, and leadership among children; it aims to contribute definite educational, hygienic, recreational, and social values to school life. In order that the best results may be achieved, it is necessary that each school superintendent, school principal, physical director, or grade teacher, with the assistance of the children, work out the plan which is best suited to each grade or group, in each school, taking into consideration the facilities available.

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